

SEND Policy and Information Report

East London Science School



Approved by: [Name]

Date: [Date]

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

The East London Science School firmly believes that all children should have access to the full curriculum. We believe that pupils with learning difficulties which hinder them from accessing the curriculum and reaching their full potential should be given appropriate support. In this policy Special Education Needs and Disabilities will be referred to as SENDD. The following policy has been amended to respond to the 2015 SENDD reforms and is supported by the information for Parents and Guardians which can be found on the school website.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 2015 and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Catherine Beardsmore-Rust
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The SEND Manager is Victoria Jenkins

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They will:

- Work with the Principal and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Principal and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Principal and SENDCO to determine the strategic development of the SEND policy and provision in the school
- The Governing Body aims to ensure that the East London Science School meets the needs of all children by identifying special educational needs as early as possible, working with specialist partners where necessary and ensuring parents are regularly consulted.
- The school's annual review will include a review of SEND provision and arrangements with a view to ensuring that pupils' needs are being met and reviewed regularly

4.3 The Principal

The Principal will:

- Work with the SENDCO, SEND manager and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any SEND assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- Working with the SENDCO and SEND manager to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning including genetic disorders which effect cognitive development
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

We will ensure that the needs of pupils are identified and assessed early so that we can provide the necessary support from our own SEND team and class teachers. If additional specialist advice and support is necessary we will contact the appropriate external agencies or work with the pupil's existing support workers to ensure adequate provision is available.

Definition of Special Educational Needs (SEND):

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities generally provide for others of the same age in mainstream education.

(SEND Code of Practice 2015)

At East London Science School, we have applied the 2015 Code of Practice to our context and are using the following categories for 'SEND Support':

Wave 4: Pupils that currently have a statement/high needs funding and/or Educational Health Care Plan.

Wave 3: Pupils that require specific intervention often requiring an external-agency.

Wave 2: Pupils who require whole-school input interventions to enable pupils to work at age-related expectations or above. Examples include prep intervention, numeracy and reading programs.

Wave 1: Pupils that require support from the class teacher (high quality teaching). At ELSS we teach the same curriculum to all pupils. End of half-term tests contain the same questions regardless of a pupil's teacher or class. Individual subject teachers are therefore responsible for the learning of all pupils in their classroom.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will notify parents when it is decided that a pupil will receive SEND support and review this termly.

5.4 Assessing and reviewing pupils' progress towards outcomes

At East London Science School we test our pupils every half term to give an accurate assessment of student capabilities. This data allows us to regularly and comprehensively, review the progress of SEND pupils which informs our SEND provision.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. OUR SEND department will liaise with the student's new SEND team to ensure accurate transfer of information. We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. At East London Science School high quality teaching is our first step in responding to pupils who have SEND.

5.7 Adaptations to the curriculum and learning environment

We do not differentiate our curriculum at East London Science School, our school ethos is that we will hold the highest aspirations for all pupils including those with SEND, we train and rely on staff to differentiate their lessons to allow all students to access the curriculum.

5.8 Additional support for learning

We have a small number of SEND assistants who are trained to deliver interventions such as guided reading, literacy and numeracy support and social interaction support as well as supporting in lessons. For pupils identified as having learning difficulties a pupil profile including targets and support will be drawn up by the SEND team. This support could include the following:

- Educational Psychologists (From Hackney Learning Trust or Newham)
- Local Authority Child and Adolescent Mental Health Services (CAMHS)
- Child and Family Consultation Service (Newham/ Tower Hamlets)
- Speech and Language Therapy (Newham/ Tower Hamlets)
- Local Authority High Needs Funding (Newham/ Tower Hamlets)
- Local Authority behaviour support (Newham/ Tower Hamlets)
- School NHS Nurse
- ASD specialists

5.9 Expertise and training of staff

We have a team of SEND assistants and one SEND manager who are trained to deliver SEND provision. Our staff have attended a range of training sessions in a whole school, small group and individual training setting. These have included:

- Using high quality teaching to support less able students
- Using scaffolding and structure in longer written tasks
- Supporting pupils with arithmetic and fundamental maths skills
- Guided reading and comprehension
- Planning for good behaviour and positive behaviour management strategies.
- Supporting pupils with Autism
- Supporting pupils with mental health concerns

5.10 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions termly
- Monitoring by the SENDCO
- Holding annual reviews for pupils with statements of SEND or EHC plans

For those students with the highest level of need it may be appropriate for the SEND leader to request an Education, Health and Care (EHC) assessment (formerly known as a statement). Students and their parents are strongly encouraged and supported to be active participants in this process. We have an expectation that parents and the young person are fully included in the EHC assessment process from the start, are fully aware of their opportunities to offer views and information, and are consulted about the content of the plan. As part of the EHC assessment the school may request additional top-up funding from the Local Authority, if it is felt that the cost of the special educational provision required to meet the needs of an individual student exceeds the nationally prescribed threshold.

5.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils. All pupils are encouraged to go on our enrichment trips which take place weekly. Where adjustments need to be made to allow SEND pupils to attend, for example transport, this is put in place. SEND pupils are encouraged to attend residential trips at the end of the school year and all pupils are encouraged to take part in sports day and other sports events.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

5.13 Support for improving emotional and social development

Explain your school's approach here. This should include extra pastoral support arrangements for listening to the views of pupils with SEND and measures to prevent bullying. These are suggestions only.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be form captains, take part in the school production, attend educational trips, sports fixtures and extracurricular clubs.
- Pupils with SEND are also encouraged to social skills interventions planned by the SEND team
- Our dedicated and individual pastoral care encourages social interaction and integration on arrival to our school

We have a zero tolerance approach to bullying.

5.14 Complaints about SEND provision

Explain your school's approach here.

Complaints about SEND provision in our school should be made to the SEND Manager in the first instance. They will then be referred to the SENDCO and senior team who will refer them to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments

5.15 The local authority local offer

Our local authority's local offer is published here:

<https://www.newham.gov.uk/Pages/Category/Special-educational-needs.aspx>

6. Monitoring arrangements

This policy and information report will be reviewed by the senior management team every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Teaching and Learning

- Behaviour
- Equal opportunities policy
- Supporting pupils with medical conditions